

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Tripp School District
Accountability Review – Off-Site Monitoring Report 2010-2011**

Team Members: Linda Shirley, Team Leader

Dates of On Site Visit: April 11, 2011

Date of Report: May 5, 2011

3 month update due: NA Date Received:

6 month update due: NA Date Received:

9 month update due: NA Date Received:

Closed: May 5, 2011

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
- (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
- (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)

State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

1. GENERAL SUPERVISION

A mediation agreement was signed on May 20, 2010 by the school and parents. It was agreed that the school would pay the cost for an independent autism evaluation during the summer of 2010. The plan is to have the evaluation completed before the 2010-2011 school year which begins on August 19, 2010. The intention is for the IEP team to meet again before the 2010-2011 school year begins. The parents will sign any releases necessary and make arrangements for the school to talk to the evaluator and continue to receive support and/or assistance from the evaluator.

The school personnel will provide a list of Issues and/or concerns to Mom who will provide the list to evaluators. These issues are matters the school is seeking guidance on.

Transportation costs associated with the evaluation will be submitted to the school for reimbursement. Arrangements for transportation will be made between the school and parents.

Findings: April 11, 2011

An independent Autism evaluation was completed at the school's expense. The school then hired the outside agency who completed the evaluation to work with the student 5 days a week for the entire school day for the school year. A qualified staff member from the agency comes into the school every day and works with the student and gives support to the resource room teacher and classroom staff to aid this student. All areas of the mediation have been met.

There are no other students under the Autism category in the school system at this time so a comparison of services could not be made.

Corrective Action: None